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FOOD/BEVERAGE AND ACCOMMODATION

ALBERTA TOURISM EDUCATION COUNCIL

Catering Functions Supervisor

CERTIFICATION STANDARDS

ALBERTA
TOURISM
EDUCATION
COUNCIL

1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
(403) 422-0781
FAX (403) 422-3430

The council works in cooperation with:

Alberta Chamber of Commerce

Alberta Culinary Arts Foundation

Alberta Hotel Association

Alberta Restaurant and Foodservices Association

Motel Association of Alberta

Tourism Industry Association of Alberta

Alberta Tourism

Alberta Career Development and Employment

Alberta Advanced Education

Council of Presidents (Colleges and Technical Institutes)

Alberta Vocational Centres

Universities Coordinating Council

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INTRODUCTION

The tourism industry in Alberta presently creates an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. This tremendous potential for growth represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. The mandate of the Council is to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry.

One of the important initiatives undertaken by the Council is the development of standards for occupations within the industry. Standards now exist for various positions in the food/beverage/accommodation and adventure tourism/recreation sectors. In addition, several sets of standards exist which are applicable to all sectors of the tourism/hospitality industry. Development of standards is ongoing, leading to a range of standards for key occupations in all sectors.

Another initiative of the Council is the development of a province-wide process for certification. Certification is designed to provide individuals currently working in the tourism industry with an opportunity to demonstrate their knowledge and skills and receive industry-recognition for their achievements. Certification enables employees to further career-development goals and allows employers to hire staff that are trained to a measurable level. This in turn enhances the image of the industry and attracts energetic and talented individuals to the many exciting and rewarding career opportunities available.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council
1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
Phone: (403) 422-0781
Fax: (403) 422-3430

STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining what an individual must know and the skills and attitudes required of that individual to be considered competent in an occupation.

WHY DEFINE STANDARDS?

People working within the tourism industry have been labelled as unskilled workers. This stereotype is far from the truth. Central to the mandate of the Alberta Tourism Education Council is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase awareness of the broad range of skills required of those working within this industry.

HOW ARE STANDARDS DEVELOPED?

These standards were developed from information provided by two industry committees. The Industry Validation Committee (IVC), consisting of individuals working within this occupation, provided the information from which a complete description of necessary skills was generated. The standards were written, and feedback was then provided by the Standards Industry Advisory Committee (SIAC), which is also made up of individuals working in this occupation. The IVC then met to validate the standards, considering the feedback from SIAC as well as their own suggestions.

A minimum of 40 professionals from the occupation are directly involved in developing each set of standards.

These particular standards were developed by industry professionals in Saskatchewan and then validated and adopted by industry in Alberta.

WHO BENEFITS FROM STANDARDS?

Eventually, all Albertans will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will maintain or increase personal skills, resulting in direct benefits to local and visiting consumers.

Specific groups who can benefit from standards are:

Service Professionals

- standards help identify career paths
- standards enhance the public image of service professionals
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

Employers and Owners

- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards provide employers and owners with a highly trained work force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line

Educators

- standards provide the basis for curriculum and program development
- standards identify areas of industry where educational expertise is needed and applicable

Students

- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards allow visualization of career options within the tourism industry

HOW ARE STANDARDS READ?

Major Categories are located in the outer margins. These indicate the general skill area within the occupation.

Skills are located in the left-hand column. These indicate abilities service professionals must demonstrate to fulfil the requirements of the position properly.

Standards are located in the right-hand column. These specify what a service professional must do and provide the knowledge necessary to accomplish the task. The centre column identifies the standard as either:

- **K (knowledge task)** - what a service professional must know to be considered competent in a skill, or

- **P (performance task)** - what a service professional must demonstrate to be considered competent in a skill, based on the requirements as stated in the knowledge standard.

HOW DO STANDARDS RELATE TO THE CERTIFICATION PROCESS?

Standards are used as the basis for the implementation of a three-step province-wide certification process for industry personnel. The initial step is a multiple choice examination which, when successfully completed, is followed by a performance evaluation completed by a supervisor in the work place. The third step is a performance evaluation conducted by a certified, trained Alberta Tourism Education Council evaluator.

WHAT DOES 'COMPANY POLICY' MEAN IN STANDARDS?

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that affect the way in which a skill is performed. Therefore, some standards have 'with consideration of company policy' added to the performance portion of the standard for certification purposes.

The knowledge portion of these standards contains the typical generic policy with which the employee should be familiar in order to challenge the written examination. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

Company policy does not replace the generic standard; rather, it allows the Alberta Tourism Education Council evaluator to determine if performance is to the standard or follows a particular company policy. The evaluator will not fail candidates for following policies of their establishments.

▼ ACKNOWLEDGEMENTS

The Alberta Tourism Education Council would like to thank the **Tourism Industry Association of Saskatchewan (TISASK)** and the **Government of Saskatchewan** for their support of this project.

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We apologize if we have overlooked any contributors to this project. Please let us know if you are aware of any omissions.

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CATERING FUNCTIONS SUPERVISOR STANDARDS

Note: Where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.

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SKILL 1: POSSESS PREREQUISITES		
1.1 possess prerequisites	P	possess prerequisites: provide proof of: a) industry-recognized certification as food and beverage server b) successful completion of provincially-approved food handler's sanitation course c) current Red Cross or St. John Ambulance certification for emergency first aid

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 1:
ADHERE TO PROVINCIAL REGULATIONS

1.1	outline *Liquor Control Act* regarding types of permits	K	outline *Liquor Control Act* regarding types of permits: 8(1) An ordinary permit may be issued to (a) an individual, (b) a corporation, or (c) a club satisfactory to the Board. (2) A permit under this section authorizes the permittee to purchase liquor from the Board for the purpose of providing the liquor so purchased, free of any direct or indirect charge, to persons attending (a) a social or other function or event sponsored by the permittee and approved by the Board, or (b) the official opening of a new building or shopping mall. 9(1) A resale permit may only be issued to (a) a non-profit, non-proprietary society, organization or club holding regular meetings or social functions, or (b) a club, social or charitable organization satisfactory to the Board. (2) A permit under this section authorizes the permittee to purchase liquor from the Board and to sell the liquor so purchased to persons attending a social or other function or event, sponsored by the permittee and approved by the Board.

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.1 cont'd

10(1) An annual permit may be issued to a club or other organization holding regular meetings that

(a) owns, or has an arrangement satisfactory to the Board for the use of the premises in which its meetings and functions are held, and

(b) has registered with the Board a list of the proposed functions to be held under the permit and the dates and times on which those functions are intended to be held ...

(AR 361/80 ss8-10)

1.2 adhere to *Liquor Control Act* permit regulations

K outline *Liquor Control Act* permit regulations:

11(1) An applicant for an ordinary permit or a resale permit may appoint an agent who on behalf of the applicant, on presentation to a manager of a letter of authorization from the applicant in accordance with subsection (2), may sign and receive the permit from the Board.
(2) A letter of authorization under subsection (1) shall authorize the agent to sign and receive a permit from the Board and shall set out

(a) the reason for desiring the permit,

(b) the name and address of the premises where the function for which the permit is desired is intended to be held,

(c) the date and the hours during which liquor is intended to be consumed at the function, and

(d) the approximate number of people who are expected to attend the function.

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.2 cont'd

12 A manager or other employee of the Board may, before issuing a ... special permit, require the applicant to notify the chief police officer for the district

(a) in which the liquor store at which liquor under the permit will be purchased is situated, and

(b) in which the liquor will be purchased and consumed,

of the application and to obtain from that officer an endorsement, in the prescribed form, on the application.

13 A manager or other employee of the board shall not issue a special permit if, in his opinion, the application for the permit is for the purpose of obtaining authority for the sale, service and consumption of liquor where no actual social function will take place.

14 A permittee shall not sell or provide liquor, other than beer or wine, by the bottle under a special permit.

15 A permittee shall allow a police officer on duty, an inspector and any other employee of the Board authorized to make inspections, to enter the premises described in a special permit at least one hour before, during and one hour following the hours specified in the special permit.

16 On the expiry of an ordinary permit or a resale permit

(a) no liquor shall remain on the premises described in the permit unless the liquor is properly secured in locked storage approved by the Board, and

(b) liquor purchased from the Board under the permit shall be removed from the premises described in the permit within 48 hours following the expiry of the permit, excluding holidays.

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.2 cont'd

17 The permittee or an agent of the permittee (who shall not be a manufacturer's representative) may convey liquor purchased under a special permit to

(a) the permittee's residence,
(b) the premises for which a permit is issued, or
(c) the liquor store from which the liquor was purchased.

18 A permittee under a special permit or his agent shall, when conveying liquor purchased under the special permit, produce to a police officer, inspector or other employee of the Board authorized to make inspections, on request, the permit and the list of the liquor purchased under it.

19(1) No resale permit will be issued for a function held on Good Friday.
(2) No resale permit will be issued for a function held on Sunday, except if the function is held on December 31 and that day is a Sunday.

20(1) Unless otherwise authorized by the Board, a special permit shall not be in effect before 7:30 a.m. on the day for which it is issued or after 1:30 a.m. on the following morning and shall not be issued for any period longer than 8 hours, including one hour for consuming liquor after the serving of liquor is required to cease.
(2) Notwithstanding subsection (1), an ordinary permit shall not be in effect before 12 noon or after 11:30 p.m. on Sunday, unless otherwise authorized by the Board.

21(1) The premises or part of the premises in which a function under a special permit is to be held shall, during the hours specified on the permit, be reserved solely for the use of the permittee and any person invited by him, and the permittee shall not allow the general public to attend the function.

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.2 cont'd

(2) No applicant for a special permit and no special permittee shall advertise or otherwise make a general invitation to the public to attend a function to be held or held under a special permit.
(3) A special permittee may invite only members and guests to a function under a special permit.

22 The maximum selling price charged by a resale permittee shall not exceed the prices from time to time set by the Board.

23 Food service satisfactory to the Board shall be provided by the permittee at all special permit functions.

24(1) The Board shall not issue a special permit for any function or event in the nature of a sales promotion, or a function or event in which the permittee may be involved either directly or indirectly in any transaction, sale, transfer or auction of any thing.
(2) The Board shall not issue a special permit to an individual or company that owns a premises in respect of which an application is made, or to an officer, agent or employee of the owner of that premises or to a manager of that premises.
(3) Notwithstanding subsection (2), the Board may issue a special permit to
(a) an officer or manager of a club that owns a premises, or
(b) a person responsible for the official opening of a new building or shopping mall or other special occasion approved by the Board.

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.2 cont'd

25 The Board shall not issue a special permit for any function to be held in a school building unless the application for the permit is approved by a school board official satisfactory to the Board.

(AR 361/80 ss11-25)

P adhere to *Liquor Control Act* permit regulations

1.3 adhere to *Liquor Control Act* conditions of general effect respecting liquor licences

K outline *Liquor Control Act* conditions of general effect respecting liquor licences:

51 Subject to any conditions of a licence, liquor may be purchased and consumed on licensed premises during the hours specified in the licence or this Regulation, as the case may be.

52 Except as otherwise provided in this Regulation, no person shall remove liquor from licensed premises.

53(1) Except as otherwise provided in this Regulation, liquor sold or provided in licensed premises shall only be consumed on the licensed premises.
(2) A licensee may possess, keep, sell or allow to be consumed in a licensed premises only liquor that is authorised in the licence and has been purchased from the Board under the licence.
(3) ... liquor, other than beer delivered by an Alberta brewer or an agent of an Alberta brewer shall be purchased from the Board by a licensee under a licence using the appropriate order book on the day designated by the Board
(a) at the liquor store designated by the Board, or
(b) at a Board warehouse.

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.3 cont'd

(4) Orders for beer manufactured by a brewer in Alberta and delivered by that brewer or its agent shall be placed on the day and at the outlet designated by the Board.
(5) The Board may, from time to time, prescribe alternative procedures for the purchase of liquor by licensees under a licence.
(6) All fees required to be paid ... shall be paid at the time of purchasing liquor.
(7) Notwithstanding subsection (2), liquor purchased under a permit that has been issued with respect to a licensed premises may be possessed, kept, sold or consumed on that premises in accordance with the terms and conditions of the permit.

54 No person shall employ a minor for the sale or serving of liquor on licensed premises.

55 The premises described in an application for a licence and the part of the premises where liquor may be kept, sold and consumed under the licence applied for must be
(a) constructed and equipped to the satisfaction of the Board,
(b) constructed and equipped so as not to facilitate a breach of the Act and this Regulation, and
(c) otherwise suitable for carrying on business in a manner satisfactory to the Board.

56 A licensee shall only sell or permit the consumption of liquor on licensed premises
(a) on a day on which, or during hours in which, the sale and consumption of liquor is permitted under the licence ...

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.3 cont'd

57(1) A licensee shall sell and serve for consumption on licensed premises liquor dispensed from the original bottle in which it was purchased from the Board and shall serve the liquor by the glass or other container satisfactory to the Board.
(2) Notwithstanding subsection(1), liquor in a miniature bottle may be served in the miniature bottle in which it is purchased.
(3) Notwithstanding subsection(1), beer and wine may be served in an open bottle or other container satisfactory to the Board.

58(1) Subject to subsection (2), no licensee shall permit the number of patrons in his licensed premises at any one time to exceed the maximum occupant or seating capacity prescribed by the Board.
(2) Unless otherwise prescribed by the Board, the occupant or seating capacity of licensed premises shall not exceed the maximum number of occupants or seats, as the case may be ...

(AR 362/80 ss51-8; 263/85)

P adhere to *Liquor Control Act* conditions of general effect respecting liquor licences

1.4 adhere to *Liquor Control Act* regarding food and liquor service

K outline *Liquor Control Act* regarding food and liquor service:

64 Food and meal menus offered by a licensee shall be approved by the Board ...

66(1) Subject to subsection (2), every drink containing liquor served in licensed premises shall contain not less than the amount of liquor specified in the price list for the premises ...

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.4 cont'd

67 Unless otherwise authorized by the Board, a licensee shall measure all spirits contained in a drink by means of
(a) a type of glass approved by the Board that is clearly marked with a line at the level to which the glass must be filled with the quantity of spirits to be contained in the drink, or
(b) a mechanical measuring device of a type approved by the Board.

(AR 362/80 ss64-7; 390/83; 263/85)

P adhere to *Liquor Control Act* regarding food and liquor service

1.5 adhere to *Liquor Control Act* regulations concerning advertising

K outline *Liquor Control Act* regulations concerning advertising:

16(1) No person shall, without the approval of the Board, advertise directly or indirectly
(a) any licensed premises,
(b) that premises are licensed premises,
(c) that liquor is available at licensed premises,
(d) the types of liquor that are available at licensed premises,
(2) No proposed sign intended to be displayed by a licensee relating to licensed premises shall be displayed unless it is approved by the Board before it is displayed.

(AR 364/80 s16)

P adhere to *Liquor Control Act* regulations concerning advertising

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.6 adhere to *Liquor Control Act* concerning minors

K outline *Liquor Control Act* concerning minors:

72 ... (2) A minor who is engaged by a licensee to repair or service equipment or to repair furnishings in licensed premises may, with the authority and under the supervision of the licensee, enter, be in and remain in the licensed premises for the time required to complete the repairs or services.

73(1) If a person who appears to be a minor
(a) requests to purchase liquor at a liquor store or from a licensee, or
(b) requests to be given any liquor,
the manager of the liquor store, or the licensee, permittee or any other person to whom the request is made may, before acceding to the request, demand that proof of age satisfactory to him be produced to him by the person making the request.
(2) If a person who appears to be a minor enters licensed premises which a minor is not entitled to enter, be in or remain in ... the licensee may demand that proof of age satisfactory to him be produced to him by that person.

74(1) Liquor made, purchased or imported ... may be provided to a minor
(a) in a residence by the parent, guardian or spouse of that minor, or
(b) by or on the prescription of a physician for medicinal purposes as provided by this Act or the regulations ...

(RSA/80 c74 ss72-74)

P adhere to *Liquor Control Act* concerning minors

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.7	adhere to *Liquor Control Act* regarding posting of licence or permit	K	outline *Liquor Control Act* regarding posting of licence or permit: 75 Unless otherwise ordered by the Board, a licensee or permittee shall prominently post and keep posted his licence or permit in his licensed premises or the premises described in his permit and shall prominently post in those premises or at the entrance to them any extracts from this Act and the regulations and any signs or notices that the Board requires. (RSA/80 c74 s75)
		P	adhere to *Liquor Control Act* regarding posting of licence or permit
1.8	adhere to *Liquor Control Act* regarding refusal to sell liquor	K	outline *Liquor Control Act* regarding refusal to sell liquor: 76(1) An employee or agent of the Board, a licensee or permittee or an employee of a licensee or permittee may refuse to sell liquor to any person, and need not give a reason to that person for so refusing. (2) If a licensee or permittee or an employee of a licensee or permittee has refused to sell liquor to any person, he shall at the request of the Board give to the Board his reasons for so doing with full particulars of the circumstances relating to the refusal. (RSA/80 c74 s76)
		P	adhere to *Liquor Control Act* regarding refusal to sell liquor

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.9 adhere to *Liquor Control Act* regarding conduct on licensed premises

K outline *Liquor Control Act* regarding conduct on licensed premises:

95(1) No licensee or permittee or employee or agent of a licensee or permittee shall sell or provide, or permit to be sold or provided on licensed premises or premises described in a permit, any liquor
(a) except during the hours and on the days when it may be lawfully sold or provided under the regulations or by-laws pursuant to the regulations,
(b) of a kind that is not lawful for him to sell or provide under the licence or permit, or
(c) of a quality not satisfactory to the Board.
(2) No licensee or permittee and no employee or agent of a licensee or permittee shall
(a) permit any drunkenness or any violent, quarrelsome, riotous or disorderly conduct to take place on the licensed premises or the premises described in the permit,
(b) sell or provide liquor to a person apparently under the influence of alcohol or a drug, or
(c) permit a person apparently under the influence of alcohol or a drug to consume liquor on the licensed premises or the premises described in the permit ...

97(1) No person shall cause a disturbance in licensed premises or in the premises described in a permit
(a) by fighting, shouting, swearing or using insulting or obscene language, or
(b) by impeding or molesting other persons.
(2) No person shall be in an intoxicated condition in a public place.

(RSA/80 cL-17 ss95-7)

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.9	cont'd	P	adhere to *Liquor Control Act* regarding conduct on licensed premises
1.10	adhere to *Liquor Control Act* regarding conditions for maximum hours of sale of liquor	K	outline *Liquor Control Act* regarding conditions for maximum hours of sale of liquor: 1 In beverage rooms, lounges, post-secondary educational institutions and night clubs, consumption of liquor is permitted for a maximum of one hour after the time when liquor sales are required to cease but at the expiration of that period all patrons must leave the licensed premises. 2 In licensed premises not described in Condition 1, the period for consuming liquor is one hour beyond the time when liquor sales are required to cease. 3 When New Year's Eve falls on Saturday or Sunday, licensed premises may remain open for extended hours of sale and service of liquor as approved by the Board. 4 On application by the licensee, the Board may, for exceptional circumstances, approve extended hours of service in licensed premises in addition to those listed in this Schedule ... (AR 362/80 Sched. 1; 319/82; 7/83; 190/83; 263/85)
B. FOOD AND BEVERAGE KNOWLEDGE		P	adhere to *Liquor Control Act* regarding conditions for maximum hours of sale of liquor

SKILL 2: ADHERE TO FEDERAL REGULATIONS		
2.1 adhere to *Competition Act* regarding misleading advertising	K	outline *Competition Act* regarding misleading advertising: 52(1) No person shall, for the purpose of promoting, directly or indirectly, the supply or use of a product or for the purpose of promoting, directly or indirectly, any business interest, by any means whatever, (a) make a representation to the public that is false or misleading in a material respect; (b) make a representation to the public in the form of a statement, warranty or guarantee of the performance, efficacy or length of life of a product that is not based on an adequate and proper test thereof, the proof of which lies on the person making the representation; (c) make a representation to the public in a form that purports to be: (i) a warranty or guarantee of a product, or (ii) a promise to replace, maintain or repair an article or any part thereof or to repeat or continue a service until it has achieved a specified result if the form of purported warranty or guarantee or promise is materially misleading or if there is no reasonable prospect that it will be carried out; or

SKILL 2: ADHERE TO FEDERAL REGULATIONS			
2.1	cont'd		(d) make a materially misleading representation to the public concerning the price at which a product or like products have been, are or will be ordinarily sold, and for the purposes of this paragraph a representation as to price is deemed to refer to the price at which the product has been sold by sellers generally in the relevant market unless it is clearly specified to be the price at which the product has been sold by the person by whom or on whose behalf the representation is made. (RSC/85 cC-34 s52)
		P	adhere to *Competition Act* regarding misleading advertising
2.2	outline considerations for functions held in national parks	K	outline considerations for functions held in national parks: a) functions held in established facilities in national parks, e.g. hotels, lodges: • do not require permission from park superintendent • require liquor licence if alcohol is to be brought in

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 2:
ADHERE TO
FEDERAL
REGULATIONS

2.2 cont'd

b) functions held in specially constructed centres in national parks, e.g. picnic shelters, require:
   - approval from superintendent
   - liquor licence, if alcohol is served
   - business licence for resale purposes
   - clean-up of area after function, e.g. waste removed, environment and wildlife protected

c) consumption of alcohol is otherwise prohibited in national parks, except personal consumption at campsite registered to individual

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.1	identify common kitchen equipment	K	identify common kitchen equipment: a) blender b) broiler: • charcoal • overhead (salamander) c) buffalo chopper d) canopy and filters e) chafing dish f) chopping block g) food processor and attachments, e.g. slicer, grater, dicer h) freezer: • walk in • reach in i) fryer j) griddle k) grinder l) mixer and attachments, e.g. paddle, hook, whip m) oven: • baker (deck oven) • convection • microwave • pizza • conventional n) peeler (electric) o) pot sinks p) preparation table q) refrigerator: • reach in • walk in r) saw: • band • hand s) scale: • portion • receiving t) slicer

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.1	cont'd		u) steamer: • kettle • steam table v) stove: • burners • hot top w) toaster x) waffle iron y) warewasher z) warming unit: • proofing • holding aa) waste disposal
3.2	outline common mechanical warewasher problems and solutions	K	outline common mechanical warewasher problems and solutions: a) oily film on cleaned items - change water b) water spotting - use spotting agent c) unclean dishes and cutlery - inadequate scraping, pre-rinsing or soaking
3.3	define food preparation terminology	K	define food preparation terminology: a) à la king: served in white cream sauce with mushrooms, green peppers and often pimentos b) à la mode: usually ice cream on top of pie but may refer to other dishes served in special way c) au gratin: covered with sauce, grated cheese and broiled d) au jus: served with natural juices e) brochette: prepared and served on skewer

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.3 cont'd			f) brunoise: finely diced g) canapé: appetizer served on bread, toast or cracker h) concassé: shopped coarsely i) croquette: breaded and deep fried j) Florentine: with spinach k) julienne: cut in small, thin slices l) meunière: dipped in flour, sauteed in butter, served with brown butter and lemon, sprinkled with parsley m) Provençale: garnished with or containing tomatoes, garlic and herbs n) purée: pulp or paste of vegetable or fruit
3.4 define basic cooking methods		K	define basic cooking methods: a) dry-heat: • bake: cook in hot, dry air • broil: cook under very high heat radiating from above • charbroil/barbecue: cook on open grid over charcoal, gas or electric element • grill: cook on flat, solid surface • pan broil: cook in sauté pan or skillet • roast: cook, uncovered, in hot, dry air

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.4 cont'd		b) moist-heat: • boil: cook in hot, rapidly bubbling liquid • braise: cook, covered, in small amount of liquid, usually after browning • poach: cook in small amount of hot, not bubbling, liquid • simmer: cook in softly bubbling liquid • steam: cook in steam c) dry-heat using fat: • deep fry: immerse food in hot fat • pan fry: cook in moderate amount of fat over medium heat • sauté: pan fry with less fat and in less time • stir fry: rapidly stir in small amount of fat over high heat	
3.5 describe meat cuts	K	describe meat cuts: a) beef: • chateaubriand: size varies; serves two to five; almost no fat • club or wing steak: similar in size to rib steak with less gristle • filet mignon: tenderloin cut with almost no fat	B. FOOD AND BEVERAGE KNOWLEDGE

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.5 cont'd

- flank steak:
  triangular-shaped; very lean
- New York steak:
  boneless cut with approximately .6 cm (¼ in) strip of fat
- porterhouse:
  tenderloin cut; 5 cm (2 in) minimum diameter; T-shaped bone
- prime rib roast:
  large, round cut edged with rib bones which may be trimmed before serving
- rib eye:
  trimmed boneless rib steak
- rib steak:
  weighs approximately 227-284 g (8-10 oz) with bone
- Salisbury steak:
  ground beef in oval-shaped portion
- short ribs:
  long, flat row of attached rib bones
- sirloin roast:
  round cut containing small amount of fat
- strip loin:
  boned short loin 5.44-6.14 kg (12-14 lb)
- Swiss steak:
  tenderized round steak, browned and served with onions and gravy
- T-bone steak:
  similar to porterhouse with less tenderloin

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.5 cont'd

- tenderloin:
  1.61-2.72 kg (4-6 lb) trimmed; 2.72-3.62 kg (6-8 lb) untrimmed; long, thin with almost no fat
- top round and bottom round:
  contains considerable amount of fat
- top sirloin:
  boneless; kidney-shaped; lean

b) veal:
- cutlet:
  oblong shape; boneless
- loin chop:
  T-shaped bone with meat attached to both sides
- rib chop:
  T-shaped bone with meat attached along one side

c) lamb:
- cutlet:
  boneless, triangular cut
- leg roast:
  large cut; wide at one end narrowing into conical shape
- loin chop:
  T-shaped bone with meat attached to both sides; line of fat around one side
- rib chop:
  T-shaped bone; meat attached along one side
- rib roast (rack):
  uncut series of ribs

d) pork:
- back ribs:
  short ribs with less meat
- Canadian-style bacon:
  usually cut in round shape; pink meat

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.5	cont'd		• crown roast: circular; centre is stuffed; bones topped with chop holders • ham: conical shape; pink meat • loin roast: long, boneless cut • loin chop: T-shaped bone; fat along one side • sausage meat: pink meat with flecks of fat • side ribs: long ribs containing meat and fat
3.6	describe meat carving techniques	K	describe meat carving techniques: a) leg roast: • place leg roast on clean cutting board • hold shank with clean serviette • make vertical cut to bone, 2 cm (1 in) from end of shank meat • cut thin slices on angle from top to shank with long, smooth strokes • turn roast over and repeat procedure b) chateaubriand: • place meat on clean cutting board • hold meat with fork • slice meat across grain c) rack of lamb: • place meat on clean cutting board • hold meat with fork • slice between each rib

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.7	describe domestic poultry by appearance, fat content, tenderness and taste	K	describe domestic poultry by appearance, fat content, tenderness and taste: a) chicken: • broiler or fryer: young chicken; lean; tender; mild • capon: castrated rooster; lean; very tender; mild • cornish game hen: smallest breed of chicken; lean; very tender; delicate • roaster: young chicken; lean; tender; mild b) duck: small bird; dark meat; high fat content; firm; gamey c) goose: large bird; dark meat; high fat content; strong, gamey d) guinea: small bird; dark meat; lean; tender; gamey e) pheasant: small bird; dark meat; lean; firm; strong f) quail: very small bird; dark meat; milder than guinea g) turkey: large bird; lean; tender; mild
3.8	list ingredients of sauces	K	list ingredients of sauces: a) white sauces: • Allemande: veal velouté, liaison, lemon juice, salt, white pepper

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.8 cont'd

- Béchamel:
  roux, milk, onion, clove, bay leaf, salt, nutmeg, white pepper
- cheddar cheese:
  Béchamel sauce, cheddar cheese, dry mustard, worcestershire sauce
- chicken velouté:
  roux, chicken stock
- cream:
  Béchamel sauce, heavy cream
- fish velouté:
  roux, fish stock
- Mornay:
  Béchamel sauce, raw butter, gruyère and parmesan cheeses
- Normandy:
  fish velouté, liquid from cooked mushrooms, oyster liquor or fish fumet, liaison, raw butter
- suprême:
  chicken velouté, heavy cream, butter, salt, white pepper, lemon juice
- veal velouté:
  roux, veal stock
- white wine:
  dry white wine, fish velouté, heavy cream, butter, salt, white pepper, lemon juice

b) brown sauces:

- Bordelaise:
  demiglaze, dry red wine, shallots, peppercorns, thyme, bay leaf
- brown:
  mirepoix, butter, bread flour, brown stock, tomato puree, sachet containing bay leaf, thyme and parsley stems

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.8 cont'd

- chasseur:
  demiglaze, sliced mushrooms, shallots, white wine, tomatoes
- demiglaze:
  brown sauce, brown stock
- fond lié:
  brown stock, cornstarch or arrowroot
- Lyonnaise:
  demiglaze, onion, white wine vinegar
- Madeira:
  demiglaze, Madeira
- peppercorn:
  demiglaze, peppercorns
- piquante:
  demiglaze, shallots, wine vinegar, white wine, capers, sour pickles, parsley, tarragon

c) red sauces:
- creole:
  tomato sauce, onion, celery, green pepper, garlic
- Portuguese:
  tomato sauce, onion, tomato concassé, garlic
- Spanish:
  tomato sauce, onion, green pepper, garlic, mushrooms
- tomato:
  roux, salt pork, butter, onion, carrots, celery, white stock, canned tomatoes, canned tomato puree, salt, sugar, sachet containing bay leaf, garlic, thyme, clove and peppercorns

d) butter sauces:
- Béarnaise:
  butter, shallots, white wine vinegar, tarragon, peppercorns, salt, cayenne, egg yolks, lemon juice, parsley

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.8 cont'd

- Hollandaise:
  butter, peppercorns, salt, white or wine vinegar, water, egg yolks, lemon juice, cayenne

e) dessert sauces:
- chocolate:
  butter, milk or cream, sugar, chocolate
- custard:
  milk or cream, sugar, flavouring, egg yolks
- fruit purée:
  fruit, sugar
- hard:
  butter, sugar, liquor or water

f) other sauces:
- applesauce:
  apples, sugar, lemon juice
- barbecue:
  tomato purée, water, worcestershire sauce, cider vinegar, vegetable oil, onion, garlic, sugar, dry mustard, chili powder, pepper, salt
- cocktail:
  catsup, chili sauce, horse-radish
- horse-radish:
  heavy cream, horse-radish, salt
- orange:
  brown sauce or fond lié, oranges, lemon juice, sugar, white or wine vinegar
- pan gravy:
  pan drippings, roux, stock or water, sometimes milk or cream
- sour cream:
  onions, butter, dry white wine, sour cream, lemon juice, cayenne, salt, white pepper

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.8	cont'd		• sweet and sour: chicken stock, cornstarch, sugar, soy sauce, green or red pepper, onion, red wine vinegar, ginger, salt, white pepper • tartar: dill pickles or sour gherkins, onions, capers, mayonnaise, parsley
3.9	describe types of soup	K	describe types of soup: a) clear soups: • bouillon: rich-flavoured and clear with no solid ingredients • consommé: rich, concentrated, clarified stock • vegetable: seasoned broth with vegetables and meat or poultry b) thick soups: • cream: milk or cream-base, thickened with beurre manié, roux, liaison or other thickening agent • purée: dried legumes or starchy vegetables cooked and then mashed or strained to pulp • bisque: rich-flavoured; cream-based; made with seafood • chowder: chunks of seafood and/or vegetables with milk • potage: general term for soup; often thick and hearty

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 3:
KNOW FOOD
PRODUCTS AND
SERVICE

3.10 outline guidelines for maintaining food and beverage equipment

K outline guidelines for maintaining food and beverage equipment:

a) chafing dishes (fuel):
- clean and descale regularly
- fill with required amount of water
- check, replace and light cooking fuel as required

b) coffee and tea servers:
- clean regularly
- pre-heat with hot water
- polish, if required
- descale regularly

c) coffee makers:
- clean and descale regularly

d) coffee warmers (fuel):
- clean regularly
- check, replace and light cooking fuel as required
- polish silver-plated warmers as required

e) condiment servers:
- clean regularly
- refill as required

f) coolers:
- clean regularly
- maintain temperature between 0°-4°C (32°-39°F); adjust controls accordingly

g) electric warmers for coffee and soup:
- clean regularly
- plug in using proper gauge and length of grounded extension cord
- turn on as required and turn off when not in use

SKILL 3: KNOW FOOD PRODUCTS AND SERVICE			
3.10 cont'd			h) holding ovens/warming carts: • clean regularly • check, replace and light cooking fuel as required • plug in, if required • ensure thermometer has reached at least 60°C (160°F) before using i) ice carts: • clean regularly • fill with ice and water, if appropriate • drain when not in use j) ice makers: • clean and descale regularly k) sneeze guards: • clean regularly • place as required l) water pitchers: • clean regularly • refill as required
3.11 identify purpose of matching food and wine	K	identify purpose of matching food and wine: matching food and wine enhances culinary qualities of food and wine, lending harmony and balance to meal	
3.12 outline guidelines for matching food and wine	K	outline guidelines for matching food and wine: a) lasagna/spaghetti with red sauce - medium-flavoured, medium-bodied red wine, e.g. Chianti b) shellfish - dry, crisp, white wine with acidic, assertive flavour, e.g. Muscadet, Chardonnay c) fatty fish - rich, dry, crisp, acidic, white wine, e.g. Chardonnay d) lean fish - dry, crisp, acidic, white wine, e.g. Muscadet, Sauvignon Blanc	

SKILL 3:
KNOW FOOD PRODUCTS AND SERVICE

3.12 cont'd

e) grilled beef - medium to full-bodied red wine, e.g. young Cabernet, Châteauneuf du Pâpe
f) roast or grilled chicken, pork, veal - light to medium-bodied red wine, e.g. Pinot Noir; full-flavoured white wine, e.g. Chardonnay
g) duck, goose, lamb - medium to full-bodied red wine, e.g. young Cabernet, Barbera, Brunello
h) ham - medium, sweet, fruity, white wine with balanced acidity, e.g. Reisling; light red wine, e.g. Beaujolais
i) soft ripened cheese - light red wine with little or no noticeable tannin, e.g. young Pinot Noir, Beaujolais
j) hard cheese - full-bodied red wine, e.g. young Cabernet, Brunello, Zinfandel
k) unripened cheese - dry to sweet white wine, e.g. Sauvignon Blanc
l) veined cheese - sweet, dessert white wine, e.g. Sauternes; young, full-bodied red wine, e.g. Cabernet; fortified wine, e.g. Port

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.1	define bar terminology	K	define bar terminology: a) accu-pour: self-measuring pour spout b) back: mix served separately c) back bar: bar area behind bartender used for liquor displays, glassware d) bar brand: brand of spirits used by bar unless specific brand is ordered by customer e) breakage: broken glassware and smallwares f) call brands: liquors ordered by name g) carafe: glass container for wine; usually one-half litre or one litre h) chaser: drink served to complement another i) chilling: pre-cool glass by dipping in clean cold water or placing in cooler or freezer j) dash (splash): small amount of liquid added to drink k) double: twice volume of single serving l) draw: pour draught beer from tap m) dry: cocktails and wines with little or no sweetness; beer that has little or no aftertaste n) easy: less ice than regularly served o) float: last ingredient added to drink

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.1 cont'd

p) frappé (mist):
served on crushed ice
q) free pour:
pour without measuring device
r) frozen:
blended with ice until smooth
s) gun:
hand-held dispenser for carbonated mixes and liquor
t) hot:
extra spicy cocktail
u) house:
specific to establishment
v) jigger:
measuring glass
w) neat (straight):
without ice or mix
x) on-the-rocks:
poured over ice
y) on the side:
mix or drink served separately
z) par stock:
amount of stock kept at bar and in storeroom
aa) percentage cost:
liquor, beer and wine costs compared to sales
bb) pre-heat:
warm glass or mug with hot water
cc) pre-mix:
liquids combined prior to use
dd) press:
mix diluted with water
ee) rim:
coat lip of glass with salt or sugar
ff) set-up:
glass containing ice

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.1 cont'd

gg) shooter:
drink designed to be consumed in one swallow
hh) short:
served in smaller glass than usual
ii) shot:
one measure of liquid
jj) simple syrup:
sweetener made from water and sugar
kk) speed rail:
bottle holder fastened to service bar
ll) speed spout:
pour spout for opened bottles which ensures smooth flow of liquid
mm) spillage:
record of wasted alcoholic bar products, e.g. spilled and incorrectly-made drinks
nn) split:
small bottle of wine or pop, usually 171 ml (6 oz)
oo) sweet and sour:
American style of bar mix similar to pre-sweetened lemon bar mix
pp) tall:
served in bigger glass than usual
qq) topless:
without salt rim
rr) twist:
garnish made from slice of citrus fruit peel
ss) virgin:
cocktail served without liquor
tt) wet:
martini with more than usual amount of dry vermouth
uu) with:
served with glass, e.g. beer with

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.2	outline guidelines for handling glassware	K	outline guidelines for handling glassware: a) do not use chipped, cracked or dirty glassware b) handle by base or stem only c) use clean, soft cloth to polish d) use ice scoop to fill e) pre-rinse glassware with stubborn stains or irregular shape f) allow to drip-dry on clean surface g) store on shelves upside down on rubber mesh or in overhead glass racks h) separate layers of glassware with rubber mesh i) ensure glassware stored in overhead racks is rotated, first-in, first-out (FIFO), to avoid dust and smoke build-up
4.3	outline guidelines for cleaning bar equipment and utensils	K	outline guidelines for cleaning bar equipment and utensils: a) wash and rinse shot glasses after use b) rinse shakers and bar spoons after use and wash after shift c) rinse strainers after use and wash after shift d) wash bar knives and cutting boards after use e) rinse can openers after use f) remove and rinse pour spouts from juice and cream bottles daily g) wipe single post blenders after shift, especially around splash guard at top

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.3 cont'd

h) sanitize cups from mixer and wipe mixer after shift
i) wash garnish containers after shift
j) wash plasticware containers, e.g. for straws, stir sticks, after shift
k) clean pop systems:
   - flush drains with hot water after shift
   - wipe down pop tower after shift
   - wash pop gun in warm soapy water weekly
l) clean liquor guns:
   - soak in warm water nightly
   - wash in warm soapy water weekly
m) clean no-drip liquor dispensers:
   - soak in warm water nightly
   - wash in warm soapy water weekly
   - sanitize with mild bleach solution and rinse well bi-monthly
n) clean pouring stations:
   - clean speed cups daily and rails weekly
   - empty and clean ice tubs daily
o) clean sinks weekly
p) wipe coffee warmers after shift
q) rinse coffee pots daily and clean with vinegar or urn cleaner when scale is visible
r) clean coffee machines daily:
   - remove basket and nozzle
   - wipe area around nozzle
   - clean basket and nozzle
   - ream tubing with wire snake
s) clean espresso and coffee makers following manufacturer's instructions

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.4	outline guidelines for storing and handling bar products	K	outline guidelines for storing and handling bar products: a) corked, bottled wines: • do not drop or shake • store horizontally in cool, still, dark, well-ventilated room • chill as needed before serving, e.g. chill sparkling, rosé, white and some red wines b) bottled and canned beer: • do not drop or shake; allow three hours to settle after delivery • store in cool, dark room • chill before serving c) non-alcoholic beverages and bar products: • store: - dry goods, e.g. beverage mixes, off floor in cool room - canned or bottled products, e.g. juice, pop, olives, in cool room; chill after opening - dairy products, e.g. milk, cream, in refrigerator - frozen juice and ice cream in freezer - fruit and vegetable garnishes in refrigerator • handle: - prepared juices and fresh dairy products: ▲ keep covered and refrigerated ▲ rotate stock (FIFO) ▲ check daily for taste and appearance

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.4	cont'd		- fruit and vegetable garnishes: ▲ wash celery and store in cold water ▲ cut fruit; cover and refrigerate overnight ▲ check daily for taste and appearance
4.5	identify beverage mixes	K	identify beverage mixes: a) dry powdered bar mixes, for example: • orange • lemon • lime • pineapple • peach b) frozen concentrate, e.g. orange juice c) liquid mixes and products, for example: • tomato juice • tomato-clam juice • pineapple juice • orange juice • grapefruit juice • lime cordial • coconut syrup • grenadine • cream and milk d) carbonated mixes, for example: • bottled or canned pop • pop cylinders • mineral water

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.6	outline procedures for preparation of beverage mixes and condiments	K	outline procedures for preparation of beverage mixes and condiments: a) dry powdered bar mixes: • fill mixing container with one litre of water • add powder • agitate gently until powder is dissolved • fill mixing container to level specified in directions b) frozen and reconstituted juices: • thaw juice if possible • pour into mixing jug • add water, following directions on package • stir or mash if frozen c) liquid mixes and condiments: • decant canned products into glass or plastic containers after opening • do not dilute unless specified in directions d) carbonated mixes: • clean couplings, taps and guns of carbonated mix equipment • disconnect empty cylinders • connect full cylinders • check carbon dioxide level
B. FOOD AND BEVERAGE KNOWLEDGE			
4.7	outline differences between bottled or canned beer and keg (draught) beer	K	outline differences between bottled or canned beer and keg (draught) beer: a) bottled or canned beer: • usually pasteurized • recommended shelf life of 90 days b) keg (draught) beer: • usually unpasteurized • recommended shelf life of 21 days and three days after keg is tapped

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.8	outline most favourable conditions for draught beer	K	outline most favourable conditions for draught beer: a) temperature: 3.3°-5°C (35.3°-37°F) b) pressure: set according to length of line to tap c) sanitation: clean coolers, glassware, lines and taps regularly d) rotation: rotate stock (FIFO) regularly
4.9	outline causes of problems with draught beer	K	outline causes of problems with draught beer: a) foamy: • temperature is too warm • dispensing pressure is too high • lines are kinked or twisted • poor tap technique • unsettled keg • keg is nearly empty b) flat: • temperature is too cold • dispensing pressure is too low • leaky lines or valves c) cloudy: • beer was frozen or extremely cold at some time • dirty glassware • dirty lines or taps • beer is too old d) bad tasting: • beer was too warm at some time, causing another fermentation • dirty glassware • dirty lines or faucets • air compressor is using foul air

B.
FOOD AND
BEVERAGE
KNOWLEDGE

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.10	outline pouring techniques for draught beer	K	outline pouring techniques for draught beer: a) tilt and hold glass as close as possible to tap b) open tap quickly c) follow through with multiple glasses, leaving tap open d) close tap quickly
4.11	outline cleaning procedure for draught beer lines	K	outline cleaning procedure for draught beer lines: a) flush lines with approved chemicals b) flush lines with saline solution c) flush lines with clean water d) dismantle faucet e) use brush and approved cleanser to clean faucet parts f) rinse faucet parts thoroughly g) reassemble unit h) clean: • chilled lines every three weeks • direct lines twice weekly • faucets weekly
4.12	outline service procedures for customer bar	K	outline service procedures for customer bar: a) ensure counter is clean b) welcome customer; speak clearly c) make eye contact d) offer 'usual' to regular customers e) provide liquor and/or wine list f) apply selling techniques, e.g. suggestive selling g) take order, i.e. memorize or write down

SKILL 4: KNOW BAR PRODUCTS AND SERVICE			
4.12	cont'd		h) take ticket or money as required i) provide coaster, napkin and ashtray as required j) make order k) deliver and restate order l) thank customer m) remove waste as required, e.g. straws, stir-sticks n) remove empty glassware as soon as possible o) monitor consumption of customers p) apply selling techniques for non-alcoholic drinks towards end of function q) give last call
4.13	outline guidelines for pouring liquor	K	outline guidelines for pouring liquor: a) face customer b) pour above bar counter c) ensure measurement lines are visible
4.14	identify drink recipe components	K	identify drink recipe components: a) glassware b) preparation method, e.g. build, stir, shake c) ingredients d) portions e) garnish
4.15	describe drink recipes	K	describe drink recipes: a) Black Russian: · old fashioned glass · 2/3 oz vodka · 1/3 oz coffee liqueur · build; garnish with cherry

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.15 cont'd

b) Bloody Caesar:
- tall highball glass
- 1 oz vodka
- 3 dashes worcestershire sauce
- 2 shakes celery salt
- dash Tabasco sauce
- tomato-clam juice to fill
- build; garnish with celery stick and lime wedge

c) Bloody Mary:
- tall highball glass
- 1 oz vodka
- 3 dashes worcestershire sauce
- salt and pepper
- dash Tabasco
- tomato juice to fill
- build; garnish with lemon slice

d) Brown Cow:
- old fashioned glass
- 1 oz coffee liqueur
- cream to fill
- build; garnish with cherry

e) Cuba Libre:
- tall highball glass
- 1 oz dark rum
- dash lime juice
- cola to fill
- build; garnish with lime wedge

f) Rusty Nail:
- old fashioned glass
- 2/3 oz scotch
- 1/3 oz scotch liqueur
- build; garnish with cherry

g) Screwdriver:
- old fashioned glass
- 1 oz vodka
- orange juice to fill
- build; garnish with orange and cherry

B.
FOOD AND BEVERAGE KNOWLEDGE

SKILL 4:
KNOW BAR PRODUCTS AND SERVICE

4.15 cont'd

h) Spritzer:
- sling glass
- 5 oz dry white wine
- soda water to fill
- build; garnish with lemon slice

i) Tom Collins:
- tall highball glass
- 1 oz gin
- 2/3 lemon juice
- 1/3 soda water
- build; garnish with orange and cherry

C.
FUNCTION
OPERATIONS

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.1	adhere to *Alberta Fire Code* regarding open flames	**K**	outline *Alberta Fire Code* regarding open flames: 25... (3) In places of public assembly, flaming meals or drinks shall be ignited only at the location of serving, except where otherwise accepted. (4) Refueling of appliances and containers used for flaming meals or drinks or for warming food shall be carried out only in an accepted area. (5) A labelled and listed portable extinguisher with a minimum rating of 5-BC ... shall be located on the serving cart or table where flaming meals and drinks are being served. (6) Devices having open flames shall be securely supported in non-combustible holders and shall be located or protected in an accepted manner so as to inhibit accidental contact of the flame with combustible materials. (AR 151/84 s25)
		P	adhere to *Alberta Fire Code* regarding open flames
1.2	adhere to *Alberta Fire Code* regarding obstructed exits	**K**	outline *Alberta Fire Code* regarding obstructed exits: 47(1) Corridors used by the public, access to exits and exits shall be maintained free of obstructions. (2) Exterior passageways and exterior exit stairs serving occupied buildings shall be maintained free of snow and ice accumulations ... (AR 151/84 s47; 135/86)
		P	adhere to *Alberta Fire Code* regarding obstructed exits

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.3 adhere to *Alberta Fire Code* regarding fire safety plan

K outline *Alberta Fire Code* regarding fire safety plan:

> 54(1) ... a fire safety plan which includes the following measures shall be prepared for buildings ...
>
> (a) the emergency procedures to be used in case of fire including sounding the fire alarm, notifying the fire department, instructing occupants on procedures to be followed when the fire alarm sounds, evacuating endangered occupants and confining, controlling and extinguishing the fire;
>
> (b) the appointment and organization of designated supervisory staff to carry out fire safety duties;
>
> (c) the instruction of supervisory staff and other occupants so that they are aware of their responsibilities for fire safety;
>
> (d) the holding of fire drills;
>
> (e) the control of fire hazards in the building;
>
> (f) the maintenance of building facilities provided for the safety of occupants.
>
> (2) The fire safety plan shall be accepted and kept in the building for inspection and for reference by the supervisory staff ...

(AR 151/84 s54; 135/86)

P adhere to *Alberta Fire Code* regarding fire safety plan

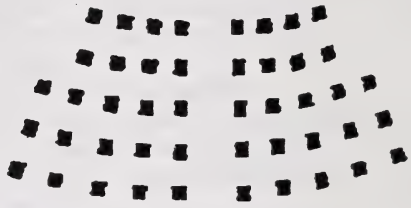
SKILL 2:
OUTLINE CATERING FUNCTIONS KNOWLEDGE

2.1 define catering functions terminology

K define catering functions terminology:

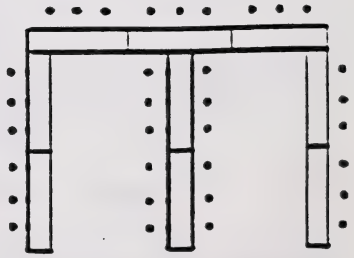
a) room set-ups:

- auditorium (theatre-style):
  rows of chairs facing head table or stage



- board of directors:
  rectangular-shaped table with chairs on both sides and ends

- E-shaped:
  variation of U-shaped; centre row of tables added

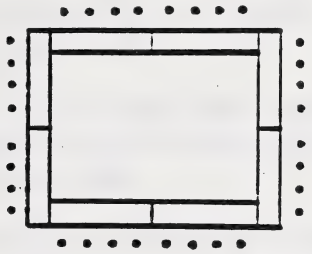


C.
FUNCTION OPERATIONS

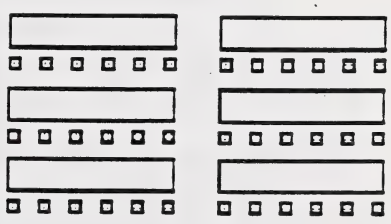
SKILL 2:
OUTLINE CATERING FUNCTIONS KNOWLEDGE

2.1 cont'd

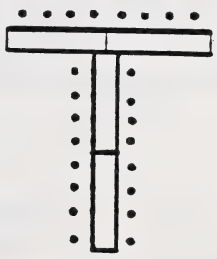
- hollow square:
  tables set up in square with chairs on outside



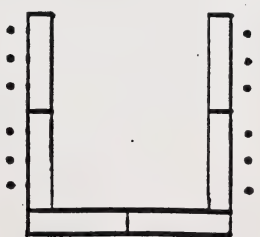
- schoolroom (classroom):
  rectangular tables lined up on each side of centre aisle; chairs face head table



- T-shaped:
  tables set up in shape of letter T; chairs along top and down both sides



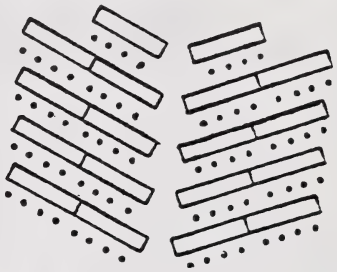
- U-shaped (horseshoe):
  tables set up in shape of letter U; chairs around outside



SKILL 2:
OUTLINE CATERING FUNCTIONS KNOWLEDGE

2.1 cont'd

- V-shaped classroom (auditorium herringbone):
  same as auditorium except in shape of V; base of V at centre aisle



b) banquet and function terminology:
   - banquet porter (houseman):
     sets up and tears down function rooms
   - buffet:
     food placed on service tables; self-serve
   - cash bar (ticket bar):
     guests pay for drinks directly or by purchasing tickets
   - cash corkage bar:
     convener supplies liquor and resale permit; guests pay for drinks; convener pays establishment corkage charge
   - consumption bar:
     self-serve; establishment charges on consumption or by open bottle
   - convener:
     host or organizer of function
   - corkage:
     - full corkage:
       charge per person for glassware, mix and ice; host supplies liquor and permit

C.
FUNCTION OPERATIONS

SKILL 2:
OUTLINE CATERING FUNCTIONS KNOWLEDGE

2.1 cont'd

- wine or beer corkage:
  charge per person for glassware and refrigeration; host supplies liquor and permit

- corkage bar:
  convener supplies liquor and permit; pays establishment corkage charge on per person basis
- covers:
  number of persons served at function
- function sheet:
  document specifying facilities, services and other function details
- function supervisor:
  shift or banquet captain
- guarantee:
  number of persons, specified by convener, to be accommodated at function
- host bar (open bar or private bar):
  drinks are prepaid by host
- plate service (American service):
  plated meals served to guests at tables
- refresh room:
  change ashtrays, refill water and clean up room during function
- tear down or strike:
  take apart room set-up at end of function
- turnover:
  reset room

c) meeting terminology:

- break-out room:
  separate meeting room for part of larger group

SKILL 2:
OUTLINE CATERING FUNCTIONS KNOWLEDGE

2.1 cont'd

- conference (convention):
  group of meetings with common intent; may include information sessions, committee meetings and presentations
- courtroom or arbitration:
  theatre-style seating; judge or arbitrator seated at front of room; counsel faces judge with court reporter seated to side of judge
- exposition:
  public exhibition or show
- forum:
  panel discussion with speakers taking opposite sides with opportunity for audience participation
- lecture:
  formal presentation by speaker; may be followed by question and answer period
- panel:
  discussion of points of view between two or more speakers, guided by moderator
- plenary session:
  assembly of all members
- seminar:
  small gathering of people for short, intensive study under guidance of facilitator
- symposium:
  discussion or set of presentations on one subject by various speakers
- trade show:
  exhibition with displays; generally related to specific trade, industry or discipline

C.
FUNCTION OPERATIONS

SKILL 2: OUTLINE CATERING FUNCTIONS KNOWLEDGE			
2.1 cont'd		• workshop: gathering of participants for intensive discussion; often includes small group work and demonstrations on specific topic	
2.2 outline function sheet information	K	outline function sheet information: a) business details: • date • organization • host's name, address, phone number • function room • nature of function • number of guests expected • number of guests guaranteed b) bar requirements: • reception time • bar opening and closing times • type of bar service and payment arrangements • choice of products, e.g. wines c) meal arrangements: • room set-up • head table requirements • serving time • price per person • menu d) meetings: • room set-up, e.g. boardroom, theatre, classroom, U-shaped • times • equipment • supplies e) special arrangements: • entertainment, e.g. music • equipment, e.g. stage, dance floor • supplies, e.g. displays, banners • use of amenities, e.g. access to pool	

SKILL 2: OUTLINE CATERING FUNCTIONS KNOWLEDGE			
2.2	cont'd		f) method of payment: • balance owing • approved method of payment • gratuity
2.3	describe types of buffet service	K	describe types of buffet service: a) attended buffet: • staff stand behind buffet tables to assist guests, carve meats or cook items in chafing-dishes b) pre-set course: • guests eat pre-set appetizer then proceed to buffet table • bread, condiments or salads may also be pre-set • used to speed service without increasing labour c) regular buffet: • guests serve selves from buffet table
2.4	describe cocktail party service	K	describe cocktail party service: a) food service: • servers circulate with platters of hot or cold hors d'oeuvres and napkins • napkins, hors d'oeuvres, dips and spreads are also placed on tables • servers: - clear plates and glassware - replenish food items - check chafing-dishes b) beverage service: • guests serve selves, order from servers or at bar • servers circulate room with trays of drinks

C.
FUNCTION
OPERATIONS

SKILL 3: PREPARE FOR FUNCTION			
3.1	identify room set-up considerations	K	identify room set-up considerations: a) number of people attending function b) table sizes and shapes c) chair sizes and shapes d) table space required e) traffic patterns f) room shape g) room size h) guest needs, e.g. booster chairs for children i) decorations j) equipment needed k) food carving stations l) table coverings m) coffee and dessert tables
3.2	outline buffet selections and service requirements	K	outline buffet selections and service requirements: a) full meal buffet may offer selections in each course category: • cold main dishes • hot main dishes • salads • breads • desserts • baked goods b) service requirements: • cold items before hot • sauces next to appropriate food items • less expensive before more expensive items • plates at line entry • silverware at end of line • desserts on separate table

SKILL 3: PREPARE FOR FUNCTION			
3.3	outline considerations for buffet presentation	**K**	outline considerations for buffet presentation: a) colour variety b) visual depth c) full serving containers d) appropriate spacing e) varied preparation styles, e.g. form and texture vary f) theme, e.g. western, nautical, ethnic g) no repetition of major food items h) accessories, e.g. gold, crystal or silver bowls i) abundant quantities of ice j) decorations, e.g. ice carvings, flowers, candles, hibachi stoves, Mongolian hot pots k) colourful napery l) costumes of personnel
3.4	follow pre-service procedure	**K**	outline pre-service procedure: a) ensure 5-10% over guaranteed covers can be accommodated b) ensure room set-up is correct, e.g. head table, seating plan c) ensure bar set-up is as specified d) ensure break-out rooms are set up e) ensure special needs and requirements have been met, e.g. parking f) ensure equipment is operable g) ensure reader board is up-to-date h) ensure function signs are in place i) ensure coat check service is ready j) ensure security personnel are in place k) check tableware for chips, cracks, cleanliness l) ensure table settings are correct

C.
FUNCTION
OPERATIONS

SKILL 3: PREPARE FOR FUNCTION			
3.4	cont'd		m) check room ambience: • lighting • temperature n) ensure decorations meet provincial and establishment standards o) ensure washrooms are stocked and clean p) ensure staff know responsibilities q) check kitchen and service staff appearance, e.g. proper grooming, clean uniforms, name badges r) perform final room check s) greet host t) introduce key support staff to host u) check last minute changes with host v) inform staff of last minute changes
		P	follow pre-service procedure as outlined above
3.5	receive liquor for function	K	outline how to receive liquor for function: a) receive liquor and liquor permit at establishment b) check liquor received and sign invoice c) place liquor in secure area d) chill products requiring refrigeration
		P	receive liquor for function as outlined above

C.
FUNCTION
OPERATIONS

SKILL 4: PREPARE FOR OFF-PREMISE CATERING FUNCTION			
4.1	prepare for off-premise catering function	K	outline how to prepare for off-premise catering function: a) confirm arrangements with host, for example: • agenda • menu • supplies and equipment required • access to site, e.g. pick-up of keys b) schedule staff: • estimate time needed to set-up and tear down • determine duties, e.g. arrival time, service requirements • arrange transportation, if necessary c) organize food and service equipment: • schedule food preparation • arrange transportation of food and service equipment
		P	prepare for off-premise catering function as outlined above

SKILL 4: PREPARE FOR OFF-PREMISE CATERING FUNCTION			
4.2	set up for off-premise catering function	K	outline how to set up for off-premise catering function: a) confirm agenda and menu with host b) review changes and last minute instructions c) receive host's goods and equipment, e.g. liquor d) ensure access to required space, e.g. doors unlocked e) prepare for service, e.g. set up tables, arrange trays f) introduce staff to host
		P	set up for off-premise catering function as outlined above

C.
FUNCTION
OPERATIONS

SKILL 5: SUPERVISE FUNCTION			
5.1	supervise function	K	outline how to supervise function: a) ensure adherence to acts and regulations, e.g. Liquor Control Act, Public Health Act b) attend beginning of function c) oversee food and beverage service: • check portion control and presentation • ensure all guests are served, e.g. food is replenished as required • confirm head count • ensure bar is replenished, as required • ensure room is refreshed, as required • ensure special needs are met d) monitor appearance of washrooms, lobby and coat check: • ensure cleanliness and adequate supplies e) communicate with host throughout function: • confirm arrangements, e.g. food service timing • ensure satisfaction f) follow billing procedure: • record head count after food service • obtain liquor consumption inventory from bartender • submit copy of invoice to host and accounting department
		P	supervise function as outlined above, with consideration of company policy

SKILL 5: SUPERVISE FUNCTION			
5.2	follow banquet service procedure	K	outline banquet service procedure: a) confirm service time with host b) signal staff to begin serving or clearing at designated time c) co-ordinate timing of service d) serve tables according to seating plan, for example: • serve and clear head table first • serve guests of honour first e) record number of covers, e.g. confirm with kitchen
		P	follow banquet service procedure as outlined above
5.3	follow procedure regarding guest allergies	K	outline procedure regarding guest allergies: a) know ingredients and preparation methods of menu items b) know common allergens, e.g. shellfish, gluten c) provide information to guests as required d) arrange preparation of menu items as requested e) confirm absence of allergen with kitchen f) notify guest that food is without allergen
		P	follow procedure regarding guest allergies as outlined above
5.4	follow policy regarding liquor sales when liquor is supplied by host	K	outline policy regarding liquor sales when liquor is supplied by host: a) control receipts, cash and liquor supplies, e.g. supervise staff b) submit receipts, cash and remaining liquor to host or designate at end of function

	SKILL 5: SUPERVISE FUNCTION			
	5.4	cont'd	P	follow policy regarding liquor sales when liquor is supplied by host as outlined above
	5.5	ensure procedures for service bar are followed	K	outline how to ensure procedures for service bar are followed: a) check that bartender: • informs staff of specials, shortages and new products • listens carefully to servers' orders • makes orders • serves staff in first come, first serve order • provides orders only when proof of sales exist, e.g. takes ticket or money for drink • tracks doubles and multiple orders and reminds staff to watch for inebriates • ensures adequate time is given for last call b) if procedures are not followed: • explain or demonstrate correct procedure • monitor bartender's performance
C. FUNCTION OPERATIONS			P	ensure procedures for service bar are followed as outlined above
	5.6	define 'liability' as it may apply to licensee	K	define 'liability' as it may apply to licensee: licensee may be held legally responsible for actions of patrons who are served alcohol in irresponsible manner in licensee's establishment, if subsequent actions of patron result in death or injury

SKILL 5: SUPERVISE FUNCTION			
5.7	supervise activities of guests	K	outline how to supervise activities of guests: a) monitor behaviour and activities of guests, ensuring: • changes made to room, e.g. decorating, meet company and safety standards • regulations restricting activities are adhered to, e.g. smoking, liquor service • illegal activities are not engaged in • other functions or company operations are not interfered with b) intervene when activities violate established policies or laws: • inform guests of policy or law violated • ask guest to adhere to policy or law • follow up by monitoring subsequent behaviour • call security if violation continues
		P	supervise activities of guests as outlined above, with consideration of company policy
5.8	follow steps for handling guests' complaints	K	outline steps for handling guests' complaints: a) ensure staff report complaints immediately b) stay calm c) listen to guest's complaint: • collect facts d) empathize with guest: • recognize and acknowledge feelings, e.g. 'I know how you must feel' e) paraphrase f) seek possible solutions from guest

SKILL 5:
SUPERVISE
FUNCTION

5.8 cont'd

g) offer options, if possible
h) select option that best satisfies guest and stays within policy
i) implement solution
j) evaluate solution:
   - seek feedback from guest

P follow steps for handling guests' complaints as outlined above

C.
FUNCTION
OPERATIONS

SKILL 6: SUPERVISE CLOSING			
6.1	follow closing procedure	K	outline closing procedure: a) ensure staff know closing responsibilities b) check room for damages and forgotten articles c) remove tableware d) remove linens e) remove and store bar items as required f) ensure equipment has been turned off g) remove equipment as required h) remove, store or dispose of food items as required i) remove waste j) ensure empties are stored properly k) ensure room is clean and presentable, e.g. set up for next function l) ensure used items are cleaned and stored as required m) return rental items n) check supplies, e.g. linen, tableware, and re-order as needed o) complete paperwork: • occurrence reports, e.g. staff performance, food shortages • revenue reports, e.g. final head count • evaluation report p) ensure items have been loaded properly before leaving site (off-premises catering) q) ensure staff sign out procedure has been followed r) secure facilities, e.g. lock doors
		P	follow closing procedure as outlined above, with consideration of company policy

SKILL 6: SUPERVISE CLOSING			
6.2	follow policy regarding removal of liquor at end of function	K	outline policy regarding removal of liquor at end of function: deliver liquor to designated receiver or area at end of function
		P	follow policy regarding removal of liquor at end of function as outlined above

C.
FUNCTION
OPERATIONS

SKILL 7: PROVIDE FUNCTION SUPPORT SERVICES			
7.1	maintain contact list for additional equipment or services	K	outline how to maintain contact list for additional equipment or services: a) identify types of equipment and services that may be required, for example: • linen • audio-visual equipment • transportation • speciality items b) record contact names and phone numbers (daytime and after-hours) c) keep file up-to-date
		P	maintain contact list for additional equipment or services as outlined above
7.2	follow operating procedures for audio-visual equipment	K	outline operating procedures for audio-visual equipment: a) audio-cassette player (tape recorder): • plug in electrical • plug in speaker(s) • plug into in-house system • insert tapes • play, rewind, pause and fast forward tapes • adjust tone and volume b) chalkboards/whiteboards: • set up • clean board • provide chalk/dry marker pens • provide brush c) flip chart: • set up • add paper if necessary • provide felt pens d) microphones, e.g. wireless, tie pin, condenser, omni-directional: • set up microphone stands

SKILL 7:
PROVIDE FUNCTION SUPPORT SERVICES

7.2 cont'd

- check battery for wireless
- plug into public address system
- test

e) overhead projector:
- load acetate roll if required
- plug in electrical
- test
- adjust focus
- replace bulb if necessary
- clean lens

f) projector screen:
- match size of screen to size of room
- set up screen

g) public address (PA) system:
- set up
- plug in electrical
- plug in speakers
- plug in microphone(s)
- test
- adjust volume
- adjust tone
- replace fuse if necessary

h) slide projector (carousel 35mm):
- plug in electrical
- plug in remote
- place slide carousel on projector
- test
- adjust height
- adjust focus
- advance and reverse slides
- replace bulb if necessary

i) television:
- plug in electrical
- connect cable/antenna
- test
- adjust volume
- adjust picture
- test remote

C.
FUNCTION OPERATIONS

SKILL 7: PROVIDE FUNCTION SUPPORT SERVICES			
7.2	cont'd		j) video cassette recorder (VCR): • plug in electrical • connect monitor, check channel (television) • test: - plug in cassette tapes - play, rewind, pause and fast forward tapes • adjust tracking • adjust picture • adjust volume
		P	follow operating procedures for audio-visual equipment as outlined above
7.3	use in-house sound system	K	outline how to use in-house sound system: a) locate controls b) operate controls, e.g. on/off, volume, tone, balance, fuses c) locate microphones d) select microphone to meet function needs e) set up function room: • locate microphone outlets • supply adequate length of microphone cord
		P	use in-house sound system as outlined above

SKILL 7: PROVIDE FUNCTION SUPPORT SERVICES			
7.4	identify information about electrical equipment	K	identify information about electrical equipment: a) location of breaker boxes: • designation of breaker switches b) maximum electrical load for function room and electrical outlets: • location and number of plug-ins c) number and lengths of extension cords in stock d) number of power bars in stock
7.5	use physical plant controls	K	outline how to use physical plant controls: a) adjust heating, air conditioning and ventilation systems: • locate key to remove cover or guard • use key or wrench to make adjustments • replace cover or guard • monitor temperature changes • advise maintenance personnel when system is not functioning properly • use guests' comfort to measure effectiveness of system b) adjust lighting: • know location and designation of light switch panels • adjust lighting to requests of host and considering guests' and staff safety • replace burned out bulbs as soon as possible
		P	use physical plant controls as outlined above, with consideration of company policy

C.
FUNCTION
OPERATIONS

SKILL 8: MAINTAIN OPERATIONS			
8.1	maintain linen	K	outline how to maintain linen: a) maintain inventory, for example: • tablecloths (by size) • napkins • table skirting b) check for damaged linen c) separate damaged linen, e.g. burns, frays, stains, from inventory d) monitor laundering: • consider time needed • check quality e) report inventory status to manager
		P	maintain linen as outlined above
8.2	maintain facility and equipment	K	outline how to maintain facility and equipment: a) document needed repairs and maintenance: • staff and guest comments • observations b) complete in-house maintenance request forms c) follow up maintenance requests to ensure completion d) ensure proper maintenance of equipment and supply rooms e) check for property damage
		P	maintain facility and equipment as outlined above, with consideration of company policy
8.3	maintain inventory control procedures	K	outline how to maintain inventory control procedures: a) ensure goods are received as ordered b) be aware of usage patterns c) set par stock levels

SKILL 8: MAINTAIN OPERATIONS			
8.3	cont'd		d) ensure staff: • use requisitions • document spillage and breakage • maintain orderly supply room e) conduct periodic inventory of goods and products, e.g. spot inventory
		P	maintain inventory control procedures as outlined above
8.4	receive and store supplies	K	outline how to receive and store supplies: a) ensure incoming goods are checked against accompanying documentation b) ensure goods are in satisfactory condition: • if not, return or get credit memo • inform supplier of shortages or unsatisfactory items c) ensure goods are stored as soon as possible d) ensure guidelines for storage conditions are followed, e.g. temperature, security e) ensure first-in, first-out (FIFO) rotation system is followed
		P	receive and store supplies as outlined above

C.
FUNCTION
OPERATIONS

SKILL 1: OUTLINE PROPERTY KNOWLEDGE			
1.1	outline responsibilities of departments	K	outline responsibilities of departments: a) accounting: • tracks payables and receivables • maintains financial reports b) executive offices (management): • organizes overall operation • handles problems and requests that cannot be resolved in departments c) food and beverage: • prepares and serves food and beverage items d) front desk: • receives guests, books guest rooms and co-ordinates requested services e) guest services (concierge): • assists guests, e.g. luggage, reservations to outside services f) housekeeping: • cleans guest rooms and common areas g) maintenance: • responsible for physical plant, e.g. heating, electrical h) sales: • sells guest rooms and services
1.2	outline front desk knowledge	K	outline front desk knowledge: a) identify front desk personnel according to: • name • position b) identify front desk policies, for example: • protocol, e.g. who is allowed behind front desk • room blocking • messages

SKILL 1: OUTLINE PROPERTY KNOWLEDGE			
1.3	identify chain-of-command	K	identify chain-of-command: a) general manager b) assistant general manager c) food and beverage manager d) director of sales and marketing e) catering functions manager f) catering functions supervisor g) senior server h) porter i) servers
1.4	outline required property knowledge	K	outline required property knowledge: a) number and types of guest rooms b) meeting and convention facilities: • locations • hook-up capabilities, e.g. video cable, modem • seating capacities • maximum and optimum set-up for rooms, e.g. La Salle room can hold 50 people theatre-style but works best with 1.8 m (6 ft) round tables • table sizes available c) location and availability of parking d) food and beverage outlets e) locations of amenities, e.g. pool, gift shop, beauty salon f) other services available to guests, e.g. facsimile, photocopying, typing, laundry g) hours of operation of departments

D.
INDUSTRY
KNOWLEDGE

SKILL 2: PROMOTE PROVINCE			
2.1	act as ambassador for Alberta	K	outline how to act as ambassador for Alberta: a) share knowledge of area, e.g. give directions b) speak positively about Alberta c) recommend attractions d) treat visitors as welcome guests: • be aware that all reactions and interactions directly affect visitors' impressions of Alberta
		P	act as ambassador for Alberta as outlined above
2.2	provide community information	K	outline how to provide community information: a) know information about community: • identify locations of community services, for example: - accommodation - restaurants - tourist information centres - recreation facilities • describe community attractions and events, e.g. museums, lakes, festivals: - hours or dates of operation - location - facilities and services - special features • describe community, for example: - history - industries - population - ethno-cultural heritage b) answer questions or refer to alternate source

D.
INDUSTRY
KNOWLEDGE

SKILL 2: PROMOTE PROVINCE			
2.2	cont'd		c) offer personal recommendations when asked
		P	provide community information as outlined above
2.3	identify Alberta's major attractions and events	K	identify Alberta's major attractions and events: a) Calgary Stampede b) Klondike Days c) West Edmonton Mall d) Royal Tyrrell Museum of Paleontology e) Head-Smashed-In Buffalo Jump f) National Parks: • Banff • Elk Island • Jasper • Waterton Lakes • Wood Buffalo g) Canada Olympic Park h) Dinosaur Provincial Park
2.4	outline benefits of tourism	K	outline benefits of tourism: a) encourages development and use of attractions, natural areas, services and facilities b) promotes cultural events residents of Alberta can enjoy c) provides greater employment for residents of Alberta d) provides educational and multicultural experiences e) generates goodwill amongst people f) generates revenue

D.
INDUSTRY
KNOWLEDGE

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.1	outline *Employment Standards Code* concerning hours of work and overtime pay	**K**	outline *Employment Standards Code* concerning hours of work and overtime pay: 27(1) ... no employer shall require or permit an employee to work for more than 8 hours in a day or 44 hours in a week unless the employer pays that employee at the overtime rate in accordance with subsection (2) and (3). (2) If in a week an employee completes 44 hours of work or less but one or more of the days in the week he completes more than 8 hours of work, the overtime rate shall be paid for those hours of work in excess of 8 in each day. (3) If in a week an employee completes more than 44 hours of work, (a) the hours of work in excess of 8 in each day of the week shall be totalled, and (b) the hours of work in excess of 44 in the week shall be totalled, and the overtime rate shall be paid for whichever is the greater number of hours under clause (a) or (b), or if they are the same, that common number of hours. (AR/88 cE-10.2 s27)
1.2	adhere to *Employment Standards Code* concerning hours of rest	**K**	outline *Employment Standards Code* concerning hours of rest: 32(1) An employer shall allow his employees at least (a) 1 day of rest each week, (b) 2 consecutive days of rest in each period of 2 consecutive weeks, (c) 3 consecutive days of rest in each period of 3 consecutive weeks, or (d) 4 consecutive days of rest in each period of 4 consecutive weeks. (2) No employer shall cause an employee to work for a period of more than 24 consecutive days unless the period is followed by at least 4 consecutive days of rest.

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.2 cont'd

(3) An employer shall grant each of his employees a paid or unpaid rest period of at least ½ hour during each shift in excess of 5 consecutive hours of work unless

(a) an accident occurs, urgent work is necessary or other unforeseeable or unpreventable circumstances occur,
(b) the Director issues a permit authorizing an exemption from this section,
(c) a regulation permits an exemption from this section,
(d) pursuant to a collective agreement, different rest provisions are agreed to, or
(e) it is not reasonable for the employee to take a rest period.

(AR/88 cE-10.2 s32)

P adhere to *Employment Standards Code* concerning hours of rest

1.3 adhere to *Employment Standards Code* concerning notice regarding work schedules

K outline *Employment Standards Code* concerning notice regarding work schedules:

33(1) Every employer shall notify his employees

(a) of the time at which work begins and ends, or
(b) of the time at which each shift begins and ends,

by posting notices in places where they can be seen by his employees or by any other method the Director approves.

(2) An employee shall not be required to change from one shift to another shift without at least

(a) 24 hours notice in writing of the change of shift, and
(b) 8 hours of rest between shifts.

(AR/88 cE-10.2 s33)

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.3	cont'd	**P**	adhere to *Employment Standards Code* concerning notice regarding work schedules
1.4	identify general holidays	**K**	identify general holidays: a) New Year's Day b) Family Day c) Good Friday d) Victoria Day e) Canada Day f) Labour Day g) Thanksgiving Day h) Remembrance Day i) Christmas Day
1.5	adhere to *Employment Standards Code* concerning termination of employment	**K**	outline *Employment Standards Code* concerning termination of employment: 57(1) ... no employer shall terminate the employment of an employee unless he gives the employee (a) notice of termination in accordance with subsection (2)(a), (b) a sum of money in place of notice of termination in accordance with subsection (2)(b), or (c) a combination of notice of termination and money in place of notice of termination in accordance with subsection (2)(c). (2) If an employer wishes to terminate the employment of an employee by notice of termination, the employer shall give the employee (a) written notice of termination of employment of at least (i) 1 week, if the employee has been employed by the employer for more than 3 months but less than 2 years, (ii) 2 weeks, if the employee has been employed by the employer for 2 years or more but less than 4 years,

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.5 cont'd

(iii) 4 weeks, if the employee has been employed for 4 years or more but less than 6 years,
(iv) 5 weeks, if the employee has been employed for 6 years or more but less than 8 years,
(v) 6 weeks, if the employee has been employed for 8 years or more but less than 10 years, or
(vi) 8 weeks, if the employee has been employed for 10 years or more,

indicating on the notice the date it is issued,

(b) a sum of money that is at least equal to the wages the employee would have earned if the employee had worked his regular hours of work for the period of notice applicable to the employee under clause (a), or

(c) a combination of a portion of the notice of termination required under clause (a) together with money that is at least equal to the wages the employee would earn if he worked his regular hours of work for the period of notice applicable to the employee under clause (a) that is not given.

(3) If the wages of an employee vary from one week to another or from one 2-week period to another, as the case may be, the average of the employee's wages for the 3-month period that the employee worked immediately preceding the date of termination of employment shall be used in determining the sum to be paid to the employee pursuant to subsection (2)(b) or (c).

E.
PERSONNEL

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.5 cont'd

58(1) No notice of termination of employment, payment of money in place of notice of termination or combination of notice and money in place of notice is required to be given or paid by an employer under this Act to terminate the employment of an employee if

(a) the employee has been employed by his employer for 3 months or less; ...

(c) the employee is employed for a definite term or task for a period not exceeding 12 months on completion of which the employment terminates;

(d) the employee is temporarily laid off;

(e) the employee's employment is terminated for just cause;

(f) the employee is laid off after refusing an offer by the employer of reasonable alternative work;

(g) the employee refuses work made available through a seniority system; ...

(l) the employee is employed on a seasonal basis and on the completion of the season the employee is terminated; ...

(AR/88 cE-10.2 s57-58)

P adhere to *Employment Standards Code* concerning termination of employment

1.6 adhere to *Individual's Rights Protection Act* concerning discrimination regarding employment practices

K outline *Individual's Rights Protection Act* concerning discrimination regarding employment practices:

7(1) No employer or person acting on behalf of an employer shall

(a) refuse to employ or refuse to continue to employ any person, or

(b) discriminate against any person with regard to employment or any term or condition of employment,

because of the race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin of that person or of any other person ...

(RSA/80 cI-2 s7; 85 c33 ss2,3)

	SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
	1.6	cont'd	**P**	adhere to *Individual's Rights Protection Act* concerning discrimination regarding employment practices
	1.7	define sexual harassment	**K**	define sexual harassment: ... any behaviour which is sexual in nature and unwelcome and which, directly or indirectly, adversely affects, or threatens to affect, a person's job security, prospects of promotion or earnings, working conditions, or opportunity to secure a job, living accommodations, or any kind of public service. Sexual harassment is usually an attempt by one person to exercise perceived power over another ... There are many ways in which sexual harassment can be expressed, from the very subtle to the most overt. These include: · suggestive remarks or compromising invitations; · verbal abuse or display of suggestive pictures; · leering or whistling; · outright demands for sexual favours or even physical assault ... Alberta Human Rights Commission, 'Defining Sexual Harassment'
E. PERSONNEL	1.8	prevent sexual harassment within company	**K**	outline how to prevent sexual harassment within company:
			a)	provide input to management for policy development: · consult with staff
			b)	inform staff of: · what sexual harassment is · where to go for advice and how to file complaints

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.8	cont'd	c)	maintain confidentiality: · outline what steps will be taken with proven offenders
		d)	react to complaints in fair and prompt manner
		e)	provide ongoing education about sexual harassment
		P	prevent sexual harassment within company as outlined above
1.9	adhere to *Occupational Health and Safety Act* regarding obligations of employers and workers	**K**	adhere to *Occupational Health and Safety Act* regarding obligations of employers and workers: 2(1) Every employer shall ensure, as far as it is reasonably practicable for him to do so, (a) the health and safety of (i) workers engaged in the work of that employer, and (ii) those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and (b) that the workers engaged in the work of that employer are aware of their responsibilities and duties under this Act and the regulations. (2) Every worker shall, while engaged in an occupation, (a) take reasonable care to protect the health and safety of himself and of other workers present while he is working, and (b) co-operate with his employer for the purposes of protecting the health and safety of (i) himself, (i.1) other workers engaged in the work of the employer ...

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.9	cont'd		(RSA/80 cO-2 s2; 80 c15(Supp) s3; 83 c39 s3; 88 c36 s3)
		P	adhere to *Occupational Health and Safety Act* regarding obligations of employers and workers
1.10	adhere to *Occupational Health and Safety Act* regarding direction and instruction of workers	**K**	outline *Occupational Health and Safety Act* regarding direction and instruction of workers:

14(1) In this section, "direct supervision" means a relationship between a competent worker and a worker who is not competent whereby

(a) there is personal and continuous visual supervision of the worker who is not competent by the competent worker, and

(b) the two workers are readily and clearly able to communicate with each other.

(2) Where work is to be done which may endanger any worker,

(a) the employer shall ensure that the work is done only by a competent worker or by a worker who is not competent working under the direct supervision of a competent worker ...

(3) Where an employer develops a code of practice or other procedures or measures pursuant to this regulation, he shall ensure that all workers who are to be affected by the code, procedures or measures are made familiar with them before they commence the work process involving them.

(4) Where a worker is or may be dependent for his health or safety on personal protective or other equipment whose availability for his protection his employer is required to ensure, the employer shall

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.10 cont'd

ensure that the worker has received adequate training and has such knowledge of and experience in the application, use and limitations of that equipment as will allow the worker to use or operate the equipment in an effective and safe manner.

(AR 448/83 s14)

P adhere to *Occupational Health and Safety Act* regarding direction and instruction of workers

1.11 adhere to *Occupational Health and Safety Act* regarding duty to keep work site clean

K outline *Occupational Health and Safety Act* regarding duty to keep work site clean:

20 An employer shall ensure that
(a) each work site is kept clean and free from slipping and tripping hazards, and
(b) waste and materials do not accumulate around equipment, endangering workers or otherwise restricting safe access to or egress from the equipment.

(AR 448/83 s20)

P adhere to *Occupational Health and Safety Act* regarding duty to keep work site clean

1.12 adhere to *Occupational Health and Safety Act* regarding workers and clothing

K outline *Occupational Health and Safety Act* regarding workers and clothing:

35 An employer shall ensure that where there is a possibility that a worker or the worker's clothing might come into contact with moving parts of machinery, the worker
(a) wears close fitting clothing,
(b) confines or cuts short his head and facial hair, and
(c) avoids wearing dangling neckwear, jewellery or other similar items.

(AR 448/83 s35)

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.12	cont'd	**P**	adhere to *Occupational Health and Safety Act* regarding workers and clothing
1.13	adhere to *Workers' Compensation Act* concerning notice of injury	**K**	outline *Workers' Compensation Act* concerning notice of injury: 28(1) An employer who receives notice of an accident ... or otherwise acquires knowledge of the happening of such an accident or of an allegation of the happening of such an accident (a) shall forthwith record the particulars of the accident or allegation of the happening of an accident in the form and manner prescribed by the regulations, (b) shall, if the accident disables or is likely to disable the worker for more than the day of the accident, (i) give notice of the accident or of the allegation of the happening of the accident to the Board within 72 hours ... (ii) if he acquires knowledge that the worker has returned to work or is able to return to work, give notice of that fact to the Board within 24 hours ... (SA/81 cW-16 s28; 84 c68 s8)
E. PERSONNEL		**P**	adhere to *Workers' Compensation Act* concerning notice of injury

SKILL 2: HIRE STAFF			
2.1	hire staff	**K**	outline how to hire staff: a) recruit applicants, e.g. place ad, ask for referrals b) interview selected applicants: · review job description and information on application form · indicate response date and thank applicant c) check references, e.g. ask about past performance d) make offer to most suitable applicant
		P	hire staff as outlined above, with consideration of company policy
2.2	identify information provided on application form	**K**	identify information provided on application form: a) personal data, e.g. name, address, telephone, birthplace, social insurance number b) work experience: · places of employment, dates, positions and duties c) education and training d) personal references e) reasons for application f) interests g) date available
2.3	follow staff orientation process	**K**	outline staff orientation process: a) explain company philosophy and image, e.g. employees represent company b) explain company organization: · total operation · how job relates to others

SKILL 2:
HIRE STAFF

2.3 cont'd

c) review federal and provincial regulations relevant to position
d) review policies and procedures and discuss and clarify where necessary
e) conduct company and department tour:
   - show new employee around entire facility to foster understanding of whole operation
f) introduce new employee to co-workers and supervisors
g) review job description and provide employee with copy
h) explain company benefits, privileges and responsibilities
i) complete documentation with employee, for example:
   - fidelity guarantee bond
   - TD1
   - dental plan
   - overtime agreement
   - health care deduction
   - orientation form
   - uniform issuance form
j) conduct review within two weeks to ensure understanding

E.
PERSONNEL

P follow staff orientation process as outlined above

SKILL 3: TRAIN STAFF			
3.1	outline benefits of training staff	**K**	outline benefits of training staff: a) provides cost savings: · increases productivity · reduces number of staff required · reduces waste b) reduces staff turnover c) increases job satisfaction d) improves staff knowledge and skills: · produces higher standard of work · reduces stress · increases customer satisfaction e) enhances reputation f) makes job easier
3.2	identify training tools	**K**	identify training tools: a) on-the-job demonstrations b) staff meetings c) supervisor-employee meetings d) internal training seminars e) external training seminars f) role-playing exercises
3.3	use training skills	**K**	outline how to use training skills: a) identify training objectives b) provide learning material: · printed material, e.g. company manual · audio-visual material c) demonstrate skills to participants d) provide opportunity for practise of skills e) evaluate training skills: · compare results to objectives
		P	use training skills as outlined above

SKILL 3:
TRAIN STAFF

3.4	outline training areas for catering staff	**K**	outline training areas for catering staff: a) product knowledge, for example: · function room set-up and capabilities · use of audio-visual equipment · use of electrical equipment · use of physical plant controls · use of food and beverage equipment · use of cleaning equipment · menu knowledge · food allergy information · food service · beverage knowledge · beverage service · bar service b) safety and sanitation, for example: · personal safety · basic first aid · food handling techniques · cleaning and sanitizing procedures c) responsible alcohol service and intervention techniques d) emergency procedures

E.
PERSONNEL

SKILL 4: SUPERVISE STAFF .			
4.1	enforce staff conduct policies	**K**	outline how to enforce staff conduct policies: a) inform staff of conduct policies b) set example for staff by following conduct policies c) monitor adherence to conduct policies: · observe staff during working hours · document breaches of policy · document customer and staff comments regarding breaches of policies d) discuss breaches of conduct policies with staff in private e) recommend specific corrective action to be taken by staff f) confirm staff have taken corrective action g) implement disciplinary action if necessary
		P	enforce staff conduct policies as outlined above
4.2	outline purpose of performance reviews	**K**	outline purpose of performance reviews: a) to reinforce service standards and expectations b) to identify traits or qualities necessary for effective performance c) to assess accomplishments of employee d) to provide feedback on performance e) to identify: · strengths and weaknesses · training needs f) to update goals of employee and employer

SKILL 4: SUPERVISE STAFF			
4.3	follow guidelines for performance reviews	**K**	outline guidelines for performance reviews: a) know regulations and company policies b) establish review procedures and inform staff c) determine criteria by which performance will be assessed d) document employee actions: · have file for each employee e) use standard form for performance reviews: · be consistent and objective f) conduct appraisal interview: · compare staff performance to performance standards · provide feedback to staff regarding knowledge, skills and attitude · seek staff feedback to determine if goals are on track g) provide direction for change if needed h) tie results of performance review to reward system and training programs i) document and file results j) keep results confidential
E. PERSONNEL		**P**	follow guidelines for performance reviews as outlined above
4.4	handle staff complaints	**K**	outline how to handle staff complaints: a) hold discussions in private b) listen with concern: · avoid responding with hostility or defensiveness · remain calm · avoid arguing

SKILL 4: SUPERVISE STAFF		
4.4 cont'd		c) be empathetic: · recognize and acknowledge staff member's feelings d) be aware of staff member's self-esteem: · use staff member's name frequently · avoid making light of complaint e) give staff member undivided attention: · concentrate on problem, not personality · avoid insulting staff member f) take notes and document complaint g) offer possible options or choices: · do not make promises which exceed authority h) set approximate time for corrective action: · inform staff member of delays as required i) follow up: · ensure problem has been resolved
	P	handle staff complaints as outlined above
4.5 discipline staff	**K**	outline how to discipline staff: a) issue warning: · identify specific nature of undesired behaviour: - source of problem - impact on others and company · provide constructive suggestions on how problem could be resolved · focus on problem rather than person · ask for change b) issue formal warning: · give staff member written request for behaviour change giving specified time period c) comply with *Employment Standards Code* if termination is required

SKILL 4: SUPERVISE STAFF			
4.5	cont'd	**P**	discipline staff as outlined above
4.6	assist staff with solving problems	**K**	outline how to assist staff with solving problems: a) determine source of problem, e.g. limited resources, policies, communication: · seek staff feedback b) determine pros and cons of possible solutions c) select best solution d) determine what will be done, by whom and when e) inform staff of solution f) implement solution g) monitor solution's impact: · obtain staff's feedback h) adjust solution, as needed
		P	assist staff with solving problems as outlined above
4.7	set good example for staff	**K**	outline how to set good example for staff: a) do not use abusive language b) do not take establishment property for personal use c) adhere to regulations and company policies d) praise in public; discipline in private e) avoid derogatory comments f) never expect staff to do something that you would not do yourself g) determine goals and objectives for self

SKILL 4: SUPERVISE STAFF			
4.7	cont'd	**P**	set good example for staff as outlined above
4.8	foster team spirit	**K**	describe how to foster team spirit: a) maintain regular and clear communication with staff: · hold regular staff meetings · distribute written material, e.g. pin up complimentary letters · hold individual meetings · discuss issues informally with staff b) seek feedback and be receptive to staff input: · ask for questions and comments · maintain open door policy c) show consideration for staff's personal life d) learn about and respect other departments' contributions to business e) be able to explain importance and contribution of catering department to company
		P	foster team spirit as outlined above
4.9	motivate staff	**K**	outline how to motivate staff: a) be a role model b) ensure staff understand own positions: · review job description · outline service standards c) monitor staff fatigue, e.g. give breaks when possible d) discourage negative comments in public areas, e.g. receive negative feedback or pass on complaints in private e) determine individual motivational needs

SKILL 4:
SUPERVISE STAFF

4.9 cont'd

f) schedule regular meetings:
   - provide information, e.g. daily schedules, company and department goals
   - discuss concerns, e.g. breakage
   - pass on compliments

g) provide positive reinforcement:
   - stress value of individual's work
   - implement reward system, e.g. informal and formal thanks, salary increase
   - request and give staff credit for profitable ideas

h) inform staff of training programs available

i) attend and encourage staff to attend company social functions

P motivate staff as outlined above, with consideration of company policy

SKILL 5: SCHEDULE STAFF			
5.1	outline policy areas that affect staff scheduling	**K**	outline policy areas that affect staff scheduling: a) when schedule is posted b) how to request time off c) how to request schedule changes d) how staff is informed of changes e) how duties are assigned according to schedule
5.2	schedule staff	**K**	outline how to schedule staff: a) determine number of staff needed from function sheet or manager b) determine tasks to be completed c) consider availability and seniority of staff members d) assign staff member to each task e) assign start times f) post schedule g) adjust as needed
		P	schedule staff as outlined above

SKILL 6: FOLLOW PAYROLL PROCEDURES			
6.1	follow payroll procedures	**K**	outline payroll procedures: a) ensure documentation, e.g. time sheet, is properly completed by staff b) verify and approve documentation for regular time and overtime c) provide new time sheets at start of pay period d) maintain departmental copy of time sheets e) submit to payroll department
		P	follow payroll procedures as outlined above

SKILL 1: USE GENERAL COMMUNICATION SKILLS			
1.1	outline guidelines for communicating clearly in written and spoken form	K	outline guidelines for communicating clearly in written and spoken form: a) ensure verbal and written messages reinforce one another b) consider: • personality, values, beliefs and biases of audience • impact of message • purpose of message c) prioritize statements d) present message clearly and succinctly
1.2	follow steps to communicate effectively	K	outline steps to communicate effectively: a) start with introduction: • focus on what is to be discussed • include purpose of discussion, order in which message will be delivered and chief point to be made b) develop details: • express details in point form • place in logical order c) summarize points: • review what has been said • signal ending of message d) ask for feedback: • pause regularly and ask for responses
		P	follow steps to communicate effectively as outlined above

SKILL 2: USE LISTENING SKILLS			
2.1	use effective listening skills	K	outline effective listening skills: a) display interest and enthusiasm: • smile and make eye contact b) paraphrase c) recognize speaker's feelings d) keep open mind e) prompt speaker f) provide feedback g) ask questions h) listen before acting i) do not interrupt
		P	use effective listening skills as outlined above

F.
COMMUNICATION

SKILL 3: IDENTIFY NON-VERBAL COMMUNICATION SKILLS			
3.1	identify components of non-verbal communication	K	identify components of non-verbal communication: a) eye-contact b) hand shake c) dress and grooming d) body language e) facial expression f) distance from client

SKILL 4: USE VERBAL COMMUNICATION SKILLS			
4.1	outline importance of good telephone skills	K	outline importance of good telephone skills: a) telephone is often first instrument through which contact is made with others b) telephone is increasingly taking place of face-to-face meetings
4.2	use effective telephone skills	K	outline effective telephone skills: a) answer promptly: • identify self by name and company or department if appropriate b) be courteous c) be prepared, e.g. have necessary information on hand, have pen and paper to take notes d) smile: • even though it cannot be seen, it creates positive frame of mind that is reflected in voice e) speak clearly: • hold microphone directly in front of mouth • speak slowly • do not have anything in mouth while talking f) end conversation politely, e.g. do not slam receiver down g) record details: • immediately write down results of conversation h) follow up as required
		P	use effective telephone skills as outlined above

F.
COMMUNICATION

SKILL 5: USE WRITING SKILLS		
5.1 use writing skills	K	outline writing skills: a) write legibly: • print or type if handwriting is poor b) use short, easy-to-understand words to convey message c) be precise: • get to point • state ideas clearly d) spell correctly e) arrange sentences logically: • determine what information reader needs to know f) use proper grammar: • avoid slang phrases g) write what is meant: • clearly identify purpose of message h) prepare first draft, proofread it and make revisions before producing final copy
	P	use writing skills as outlined above

SKILL 6: OUTLINE MEETING SKILLS			
6.1	outline purpose of meeting agendas	K	outline purpose of meeting agendas: a) to help participants prepare in advance b) to help participants maintain focus and reach decisions in orderly manner
6.2	outline steps for conducting efficient meeting	K	outline steps for conducting efficient meetings: a) write agenda with input from interested parties, including: • purpose of meeting • participants • time, date and place of meeting • topics to be discussed • resources needed • time meeting will end b) distribute agenda and other required documents in advance of meeting c) invite involved personnel to attend d) allow participants to take part in discussion e) record what was discussed during meeting, e.g. minutes, action report f) prepare and distribute record to participants confirming decisions and agreements and reminding participants of follow-up activities required g) follow up on items requiring attention h) evaluate results at next meeting

F.
COMMUNICATION

SKILL 7: COMMUNICATE WITH OTHER DEPARTMENTS			
7.1	follow guidelines for communicating with other departments	K	outline guidelines for communicating with other departments: a) communicate activities and concerns to appropriate department b) distribute copies of function sheets to host and appropriate departments c) write memo; follow up verbally d) communicate necessary information through chain-of-command at food and beverage meetings and at department head meetings
		P	follow guidelines for communicating with other departments as outlined above

SKILL 1: MANAGE STRESS			
1.1	manage time	**K**	outline how to manage time: a) set objectives to meet management goals b) plan day: · consider deadlines · review and update day planner · check files · complete duties carried over from previous day · plan calls and activities for next day c) ensure deadlines are met: · make note of deadlines · outline steps required · determine deadlines for each step · contact related departments regularly to share accomplishments and problems d) develop system of organization: · desk organization · checklists for procedures · appointment records · day planner e) evaluate events of day: · determine what must be completed · determine follow-up
		P	manage time as outlined above
1.2	outline reason for need to work irregular hours	**K**	outline reason for need to work irregular hours: functions most commonly occur during evenings and on weekends

SKILL 1: MANAGE STRESS			
1.3	outline techniques for dealing with personal stress	**K**	outline techniques for dealing with personal stress: a) maintain healthy lifestyle, for example: · get regular physical exercise · organize personal priorities · get sufficient sleep · be creative · take time for personal needs · talk things over with others b) use relaxation techniques, for example: · breathe deeply · stretch · do progressive muscle relaxation c) separate business from personal life, for example: · spend time away from job · take holidays · spend quality time with family and friends · set realistic goals at work and home d) prioritize responsibilities e) maintain sense of humour, for example: · be able to laugh at self · find humour in mistakes

SKILL 2: EXHIBIT PROFESSIONAL ATTRIBUTES			
2.1	describe impact of positive attitude	K	describe impact of positive attitude: a) a positive attitude allows one to: · feel good about self and others · be open to new ideas · appear approachable · be perceived as likeable · maintain friendships · communicate more effectively · experience greater job satisfaction · make most of situations · deal more effectively with stress, thus enjoying better health b) another person's positive attitude causes one to feel: · good about self and others · energetic · enthusiastic · hopeful · positive · useful and helpful · important and significant c) a positive attitude affects business and community by: · creating positive experience for guest and other staff · encouraging repeat business · encouraging new business through positive word-of-mouth advertising · increasing revenue · increasing prestige · encouraging guests to stay longer
2.2	exhibit professional attributes	K	identify professional attributes: be: a) punctual, e.g. on time b) co-operative, e.g. willing to learn and take direction

SKILL 1:
MANAGE STRESS

2.2 cont'd

c) confident, e.g. make decisions with ease
d) respectful and loyal, e.g. express high regard for staff and management
e) friendly, cheerful and courteous, e.g. pleasant tone of voice and smile
f) honest, e.g. turn in lost and found articles, report shortages
g) enthusiastic, e.g. energetic, take initiative
h) practical and organized, e.g. be prepared, use resources efficiently
i) knowledgeable of trade, e.g. competent, offer information and instruction
j) open-minded, e.g. consider new ideas
k) businesslike with customers, e.g. use client's name
l) compassionate, e.g. willing to listen to and solve concerns of others
m) approachable, e.g. friendly facial expression
n) attentive, e.g. good listener, accessible
o) professional appearance, e.g. neat, tidy, well-groomed, appropriately dressed
p) role model, e.g. set positive example
q) dependable, e.g. get tasks accomplished

P exhibit professional attributes as outlined above

G.
PROFESSIONAL
DEVELOPMENT

	SKILL 2: EXHIBIT PROFESSIONAL ATTRIBUTES			
	2.3	adhere to company policies regarding staff conduct	K	outline how to adhere to company policies regarding staff conduct: a) determine company policies regarding staff conduct, e.g. uniforms, staff meals, smoking: · ask manager · refer to employee manual b) follow directives
			P	adhere to company policies regarding staff conduct as outlined above
	2.4	maintain personal grooming	K	outline how to maintain personal grooming: a) have natural-looking, clean skin b) control body odour c) have clean, controlled hair d) practise good oral hygiene e) have clean hands and properly cleaned and manicured nails f) keep use of perfume or cologne to minimum
			P	maintain personal grooming as outlined above
G. PROFESSIONAL DEVELOPMENT	2.5	exhibit professional etiquette	K	outline how to exhibit professional etiquette: a) greet callers as soon as possible and make comfortable, e.g. take coat, offer chair b) be forthright and honest: · provide required information immediately, if possible, or conduct research for later date

SKILL 1: MANAGE STRESS			
2.5	cont'd		c) use effective telephone skills: · keep personal calls brief d) offer business cards to clients and associates for future reference
		P	demonstrate professional etiquette as outlined above
2.6	be thorough	**K**	outline how to be thorough: a) follow up on commitments b) get as much information as possible, e.g. use good questioning techniques and listening skills c) record important details d) maintain clients' needs as high priority e) leave messages when clients are not available f) act upon telephone messages promptly
		P	be thorough as outlined above

SKILL 3: FOLLOW DECISION-MAKING PROCESS			
3.1	follow decision-making process	**K**	describe decision-making process: a) define issue b) identify resources available, e.g. personnel, equipment, finances c) identify alternatives d) evaluate alternatives: · consider advantages and disadvantages · consider consequences e) make decision: · select best alternative f) implement choice g) follow up on results
		P	follow decision-making process as outlined above

SKILL 1: MANAGE STRESS			
4.1	outline how to develop personally and professionally	K	outline how to develop personally and professionally: a) do realistic self-evaluation: · ask for input from manager · consider own interests b) review options available, e.g. take courses, read, participate in community and cultural activities c) consider restrictions, e.g. time, money, location d) choose best option e) follow through, e.g. register for courses, join speaking group

GLOSSARY

allergen	-	substance that causes allergic reaction
amenities	-	goods and services available at facility
delegates	-	participants of a convention or conference
designate	-	person assigned to be responsible
gluten	-	wheat flour protein
hors d'oeuvres	-	small food items served before meal or with drinks
inebriate	-	intoxicated person
in-house catering	-	products and services provided on company property
liaison	-	mixture of egg yolks and heavy cream
memo	-	short, written internal communication document
mezzanine	-	floor between ground and second floor; usually access level for function room
mirepoix	-	a mixture of cut vegetables, herbs and spices used for flavouring
modem	-	device which allows interaction between telephone and computer
napery	-	table linens
off-premise catering	-	products and services delivered to location other than company property
par stock	-	method of maintaining minimal supply of basic stock
recruit	-	to seek potential employees
requisitions	-	written request for supplies
roux	-	cooked mixture of equal parts flour and fat

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